DOCUMENT RESUME

ED 087 889 CE 000 980

AUTHOR	Lokan, J. J.
TITLE	After Highland Park...
INSTITUTION	Ottawa Board of Education (Ontario). Research Centre.
SPONS AGENCY	Ontario Dept. of Education, Toronto.
PUB DATE	73
NOTE	46p.
EDRS PRICE	MF-$0.75 HC-$1.85
DESCRIPTORS	Followup Studies; Job Satisfaction; Job Skills; Low Ability Students; Manpower Needs; Questionnaires; Shop Curriculum; Success Factors; *Vocational Followup; *Vocational High Schools; *Work Attitudes

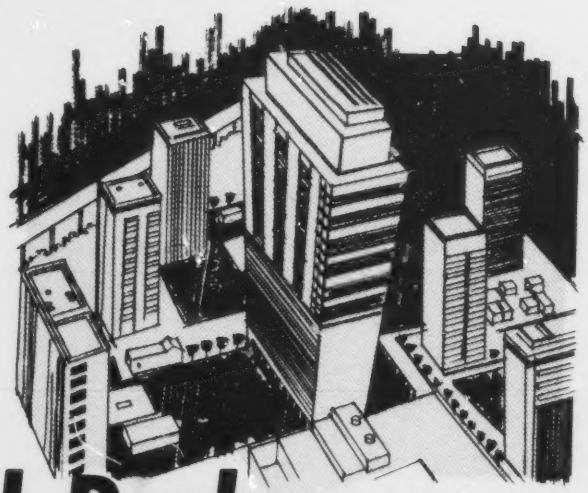
ABSTRACT

This summary is a simplified and graphically illustrated presentation of the main findings from a followup study of the school and job experiences of students who entered an occupational high school in Ontario during its first three years. The summary is directed to former students who participated in the study, parents, and teachers. Background, some features of the study, results from student and employer questionnaires and interviews, and some conclusions and recommendations are included in readable form, and a sample questionnaire is appended. (For the complete follow-up study see CE 000 979.) (AJ)

ED 087889

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

CE



After Highland Park...

A summary of the main findings from a follow-up study of the school and job experiences of students who entered an occupational high school in Ottawa during its first three years, 1967-1969.

CE000 980

research for action

Report prepared by Mrs. J. Lokan, Research Centre, Ottawa Board of Education (Research Report 73-04). Study funded by the Ontario Ministry of Education.

After Highland Park...

CONTENTS.

A.	Background	2
B.	Some Features of the Study	4
C.	Results from Student Questionnaires and Interviews	7
D.	Results from Employer Interviews	29
E.	Some Conclusions and Recommendations	38
F.	SURVEY OF SCHOOL AND JOB EXPERIENCES Questionnaire	43

A. BACKGROUND.

Highland Park High School first opened in September, 1967. As well as being a new school, it was also a new kind of school in Ottawa. Its programme was set up to provide training in basic academic and vocational skills for students who would usually be looking for work right after finishing two years of high school. Since September, 1971, the programme has been expanded to include a four year course as well.

By early in 1972, when it was almost five years old, the school had more than 2,000 past and present students. It seemed a good time to find out how successful the special programme had been, so far, in preparing its students for work. What kinds of jobs had the school's past students found? How easily had they found them? Were they enjoying their work? How much were they earning? How useful had they found their school shop training to be on their jobs? Did they think the school's shop training programme could be improved? How many Highland Park students went on to other schools, and what courses did they study? The answers to these and other similar questions would be very valuable for the school staff to know. The best way to collect information on the experiences and opinions of the school's past students was to send them each a questionnaire. This is what was done in a follow-up study which was carried out during 1972 and the early part of 1973.

If you were a student at Highland, you already know what the questionnaire was all about because you have filled one in for us. Perhaps you were also interviewed. You'll probably want to go straight to Section C of this report now, starting on page 7, where the results from the student questionnaires and interviews are shown. If you are also interested in how the study was done, you may wish to read Section B, beginning on the next page, which gives a brief outline of some of the features of the study.

The members of the research team wish to thank once again all the students and employers who took part in the study.

B. SOME FEATURES OF THE STUDY.

A questionnaire, called "SURVEY OF SCHOOL AND JOB EXPERIENCES", was sent to every past student who first entered Highland Park High School in 1967, 1968, or 1969, and who had an address listed in the school files. Altogether, about 1400 questionnaires were sent. In addition, the 1969 students who were still at the school in May of 1972 completed a similar questionnaire during school hours.

The questionnaire sent by mail needed to be quite short, so that it would not be difficult to complete. Consequently it contained only a selection of the questions on which we wanted to collect information. The questions selected focussed on the students' educational histories while at Highland Park, their present activities, some biographical details, ratings of satisfaction with the school and ratings of over-all success since leaving school. A copy of the actual questionnaire is included at the back of this report.

To fill in the many important gaps in the information that could be collected through the questionnaire, almost 200 students were interviewed either in person or by telephone. Each interview took about 25 minutes, though a few took longer. The students were asked about their job histories, the kinds of duties they had on their jobs, their

starting and present salaries, and their plans for further study. They were asked for reasons why they had liked or disliked the school, what features of the school's programme they had found most valuable, and whether they had suggestions for ways in which the programme could be improved.

Collecting information on their job experiences from the students was an important aspect of the study. However, it was perhaps even more important in assessing the success of the school's programme to collect information (both facts and opinions) from employers. About two thirds of the students interviewed who were working at that time gave permission for us to interview their employers. As a group the employers were extremely cooperative - no employer whom we approached for an interview refused to participate. Their replies and comments in response to the interview questions have provided a fund of valuable information relating to the types of jobs held by the students being followed in the study. Altogether, 70 employers were interviewed.

From the first administration of the mailed questionnaire in May, 1972, to the last employer interview conducted in February, 1973, the study spanned a period of ten months. A further six months were spent in preparing the questionnaire and interviews, in tracing addresses, and in analysing results.

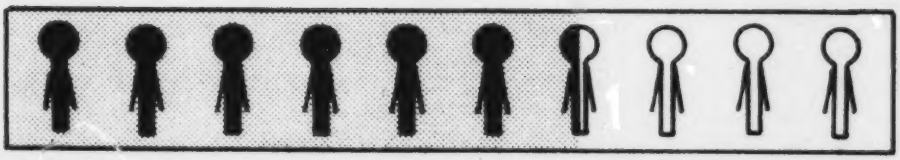
A limited number of copies of the full report of the study is available at the Research Centre of the Ottawa Board of Education.

C. RESULTS FROM STUDENT QUESTIONNAIRES AND INTERVIEWS.

Some students completed only the "SURVEY OF SCHOOL AND JOB EXPERIENCES" questionnaire. Some (almost 200), as well as completing the questionnaire, were interviewed in person or by telephone. When the replies were being studied and the charts in this section were being made up, the students who were in first year in 1969 (the "1969" group) were sometimes considered separately from the 1967 and 1968 students (the "pre-1969" group). This was done partly because interesting differences were found between the two groups in their answers to some of the questions. However, it was done mostly because we had originally set out in the study to discover as much as possible about the "1969" group. We therefore tried harder to find the students in this group than the students in the earlier group. The information collected about them is more likely to be close to telling what happened to the whole "1969" group than the information collected for the "pre-1969" group is to telling what happened to all the pre-1969 students, because a much bigger fraction of the "1969" group replied to the questionnaire.

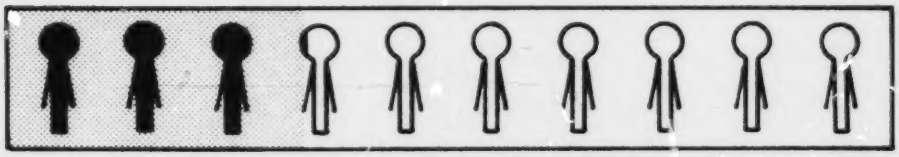
Some of the charts in this section were prepared from the questionnaires, and some from the interviews. Where a chart applies only to the students who were interviewed, this is specified on the chart.

QUESTIONNAIRE RETURNS.



66%

Nearly seven out of every ten of the "1969" students returned their questionnaires....

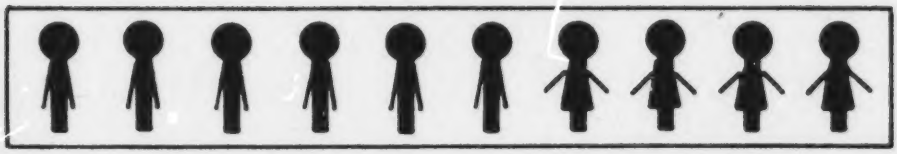


32%

but only about three out of every ten of the "pre-1969" students returned questionnaires.

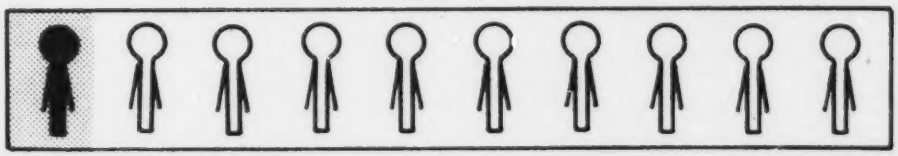
Altogether, about 500 questionnaires were completed. Just over 90 of these were from "1969" students who were still at the school. The rest came in the mail.

Sex and Marital Status.



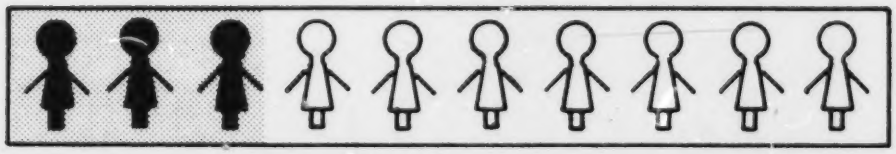
64%

Of the students who returned questionnaires in the mail (the students who had left the school), about six in every ten were male, about four in every ten were female.



9%

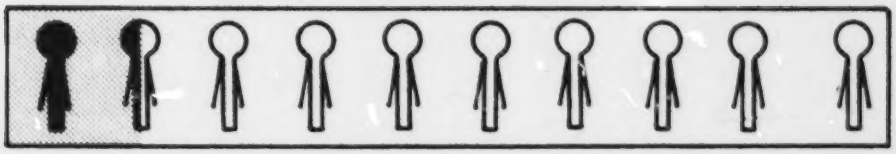
One male in ten was married...



28%

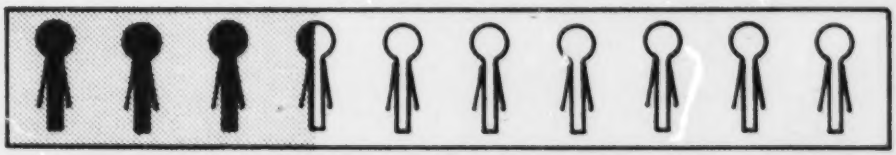
and three females in ten were married.

FURTHER TRAINING.



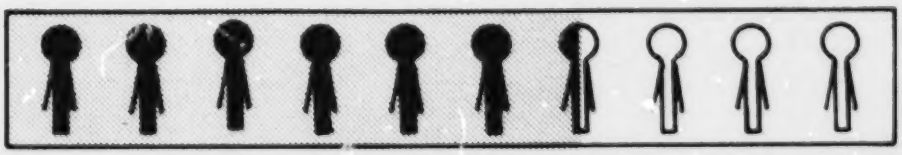
14%

More than one "1969" student in every ten, and ...



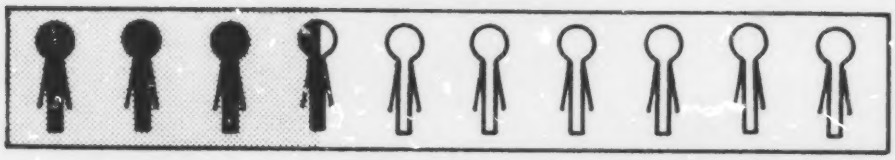
33%

more than three "pre-1969" students in every ten took some further training after leaving Highland Park.



64%

However, more than six in ten of the students interviewed thought the school's programme had prepared them well for work.



36%

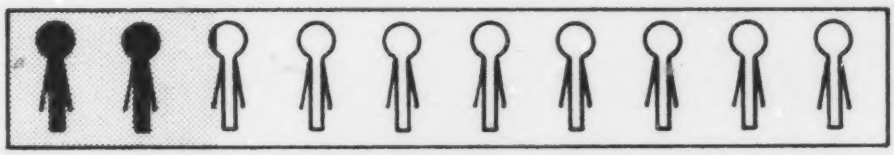
Nearly four in every ten of the students interviewed went to a regular high school after leaving Highland Park.

Half of these continued studying shop courses.

A quarter studied the high school commercial course.

The other quarter studied academic courses.

Most of the students who went to a regular high school stayed there for more than one school year.

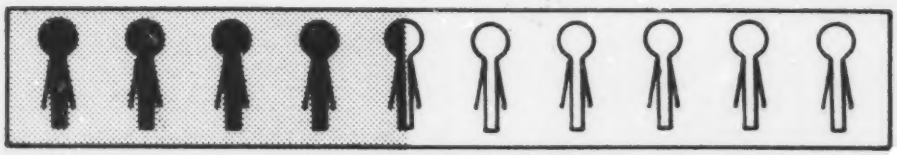


21%

About two in every ten of the students interviewed took further training in programmes that were not regular high school programmes. These were mostly at night school or at special places such as Beauty Schools, Nursing Schools, Algonquin College or the Algonquin Retraining Centre.

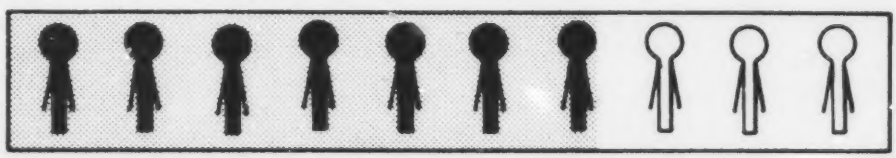
CERTIFICATES OF TRAINING.

A Certificate of Training (COT) is awarded to each student who successfully completes the two year programme.



49%

About half of the "1969" students said they received a COT from the school...



72%

whereas more than seven in every ten of the "pre-1969" students said that they received one.

Shop Specialties Available at the School.

The students who replied to the questionnaire included some from every shop specialty course offered at the school. Since 1971 all specialties have been available to both sexes, but for most of the students in the study this was not the case. The following list shows the specialties that were available:

For both Boys and Girls:

- Art
- Dry Cleaning
- Food Services
- Graphic Arts
- Horticulture
- Hospital Care
- Industrial Sewing
- Instrumental Music
- Painting & Decorating
- Retailing
- Typing
- Upholstery

For Boys Only:

- Auto Body
- Auto Service
- Carpentry
- Drafting
- Electrical Repair
- Machine Shop
- Sheet Metal
- Small Engines
- Welding

For Girls Only:

- Home Management
- Personal Grooming

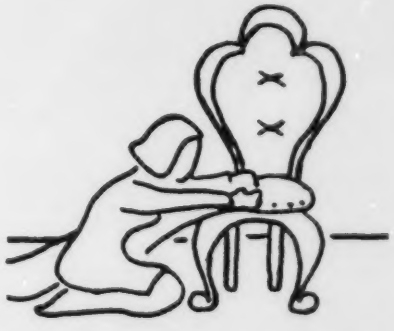
Only four of the specialty areas produced several more graduates (students who received COT's) than non-graduates among the "1969" group. These four specialties were:

Typing

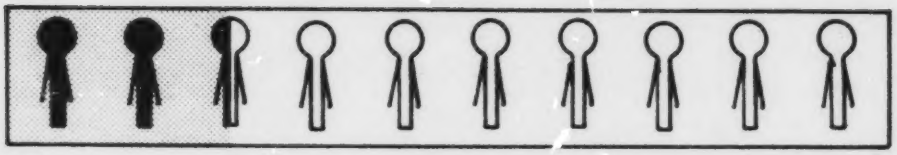
Welding

and Personal Grooming

Upholstery

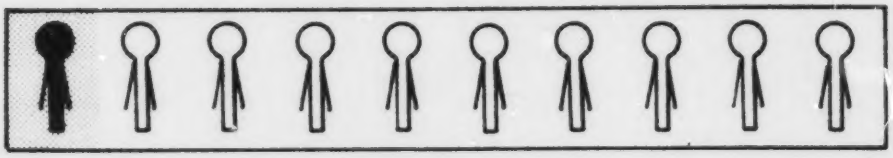


EMPLOYMENT.



25%

One quarter of the "1969" students were out of work and looking for jobs when they replied to the questionnaire...

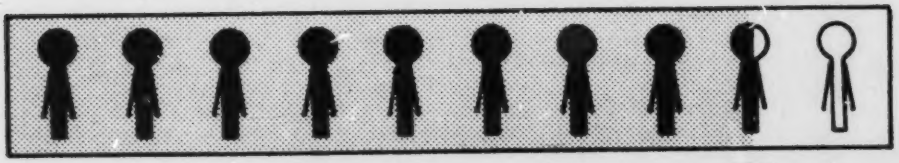


11%

but only about one in every ten of the "pre-1969" students were in the same situation.

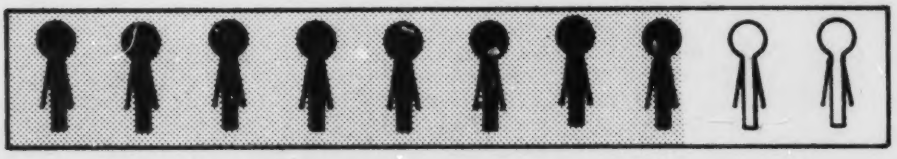
More than one in ten (14%) of the "1969" group, but quite a small percentage (5%) of the "pre-1969" group (the students who had been out of school longer), had never worked since leaving school.

Half of all the students had held three or more full-time jobs since leaving school.



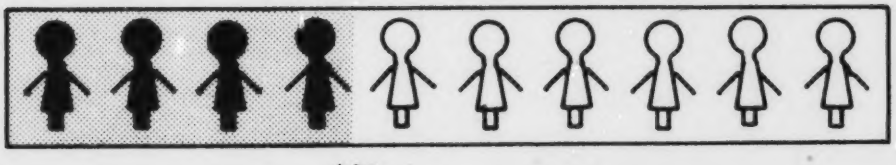
87%

Almost nine in every ten of the students who had jobs were working full-time.



80%

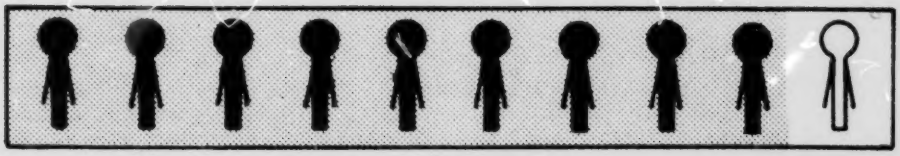
About eight in ten of the married males were working...



40%

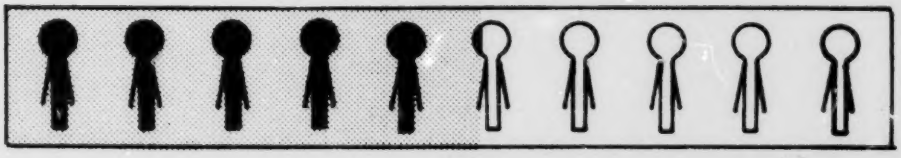
but only four in ten of the married females were working.

FINDING JOBS.



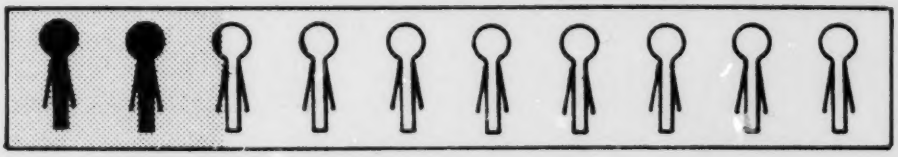
90%

Nine out of every ten students who had worked since leaving school found their first jobs within three months of leaving.



52%

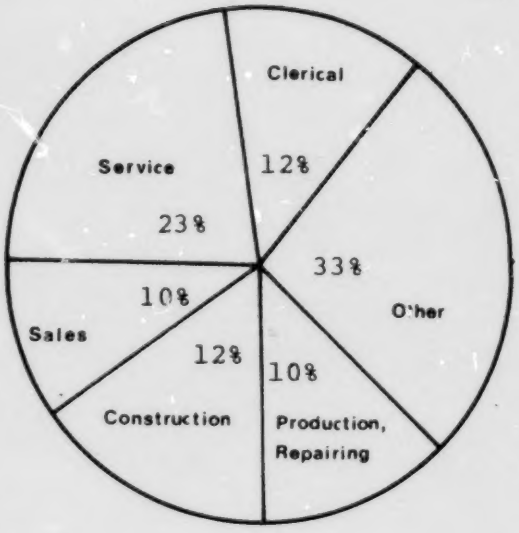
More than half of the students found their first jobs through relatives, friends, or their own efforts.

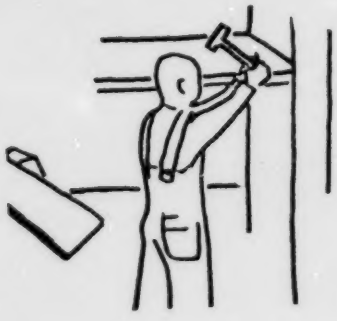


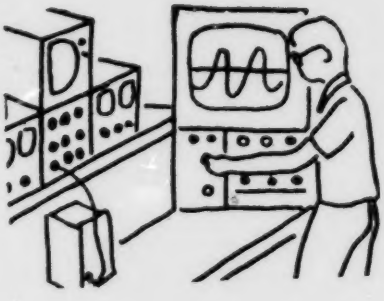
21%

About two in ten found their first jobs through the work experience programme or through someone at the school.

Types of Jobs - Males.

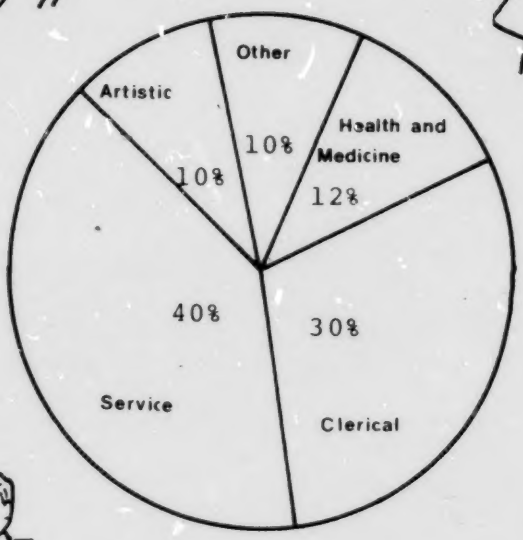






For these charts, the jobs held by the students when they were interviewed were grouped into some of the categories used by the Department of Manpower and Immigration in its

Types of Jobs - Females.



job classification scheme. The charts show the percentages of males and females holding the various types of jobs.

Type of Job and Award of COT.

The tables on the next two pages show the kinds of jobs held by all the students who were working when they returned their questionnaires. One table is for females, the other for males. Each table has separate columns for students who were and were not awarded COT's.

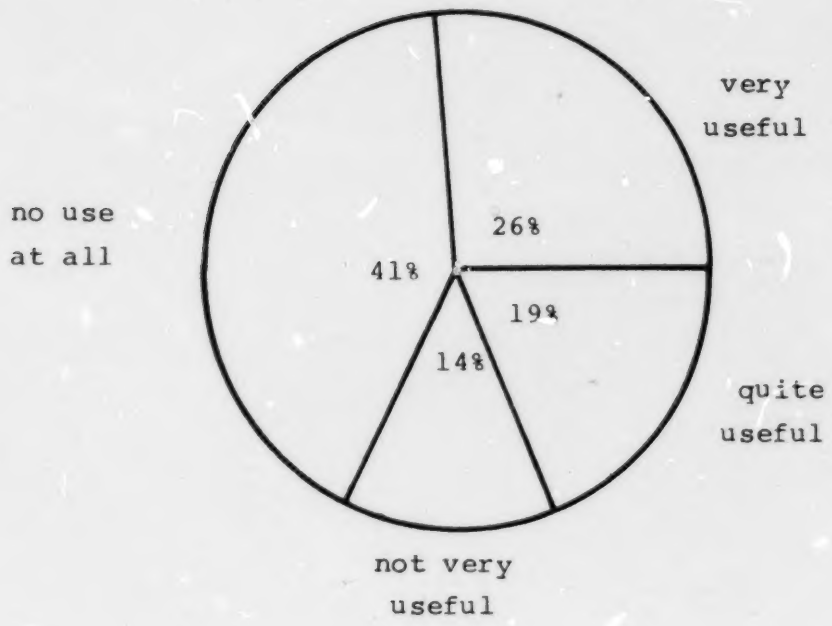
Type of Job and Award of COT - Females

Type of Job	Awarded COT	Not awarded COT
Building maintenance, cleaning	2	2
Data processing	1	
Domestic (housekeeper, babysitter)	2	4
Factory work	7	2
Florist's assistant	1	1
Food services (incl. waitress)	5	3
Hairdressing	8	2
Laundry, Dry Cleaning	1	
Nurse's Aide	7	
Services, miscellaneous (elevator operator)	2	
Stores (salesclerks, displays)	4	3
Typist, receptionist	10	2
White collar, general (excl. typist, incl. cashier)	11	5
TOTAL	61	24

Type of Job and Award of COT - Males.

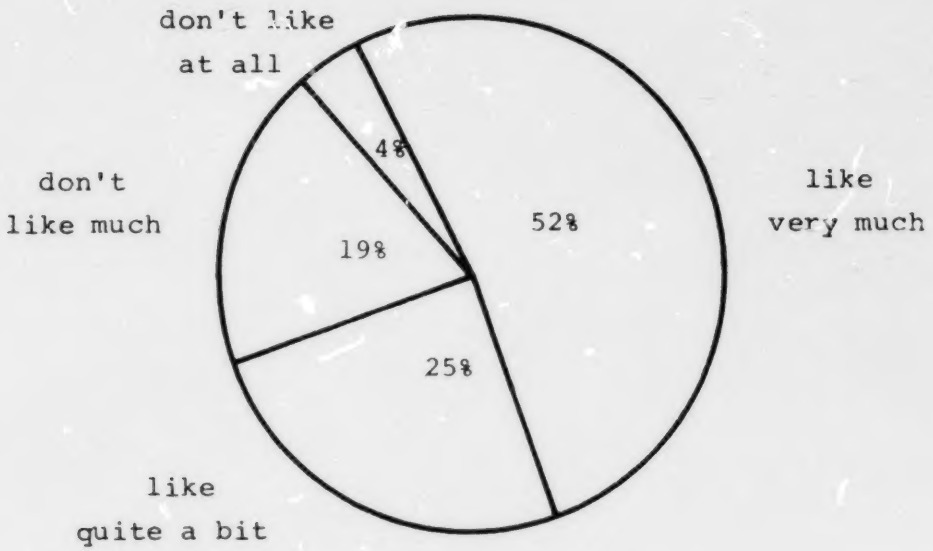
Type of Job	Awarded COT	Not awarded COT
Apprentice, various trades	26	3
Appliance or equipment repair	6	
Armed forces	3	1
Automotive (excl. gas bar attendant, apprentice mechanic)	8	4
Building maintenance, custodian	7	1
Construction work	8	3
Data processing	2	1
Factory work	1	1
Farming, fishing	1	2
Florist, landscaping	3	
Food services (incl. dishwasher)	7	2
Gas bar or car-wash attendant	3	2
Hairdressing	1	1
Labourer, general	8	7
Laundry, Dry Cleaning	1	2
Nursing Orderly, Ambulance Attendant	4	1
Services, miscellaneous (incl. porter, delivery driver)	15	4
Sports	3	
Stockroom jobs	5	3
Stores (sales, display)	10	3
Technical, other than apprentice	7	
Transportation	3	2
Upholstery, furniture repair	3	1
White collar, general (excl. typing, stockroom jobs, incl. cashier)	11	9
TOTAL	146	53

Usefulness of Shop Specialty Training on Present Jobs.



This chart shows that four students in every ten found their shop specialty training to be no use at all on their present jobs. More than one in ten found it to be not much use, two in ten found it to be quite useful, and not quite three in ten found it to be very useful (these were spread across most of the specialty areas).

SATISFACTION WITH PRESENT JOBS.



This chart shows that just over half the students who were working said they liked their present jobs very much. A further quarter said they liked their present jobs quite a bit, about two in ten said they didn't like their jobs much, and the remaining few (only 4 per cent) said they didn't like their jobs at all.

SALARY.

(based on interviewed students only)

Average weekly salary on first full-time job:

"Pre-1969" group	"1969" group
$ 73.61	$ 75.28

The groups they belonged to made little difference to the average weekly salaries the students earned on their first full-time jobs.

Average weekly salary on first full-time job:

Graduates	Non-graduates
$ 76.17	$ 70.42

Average weekly salary on present full-time job:

Graduates	Non-graduates
$97.53	$94.48

Whether the students were graduates (that is, had been awarded Certificates of Training) or not made only slight differences.

Average weekly salary on present full-time job:

"Pre-1969" group

$ 103.73

"1969" group

$ 88.82

The groups they belonged to did make quite a difference in the average weekly salaries the students earned on their present jobs, which could be expected because the "pre-1969" group had been out of school longer.

Average weekly salary on present full-time job:

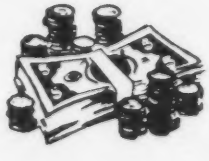
Males

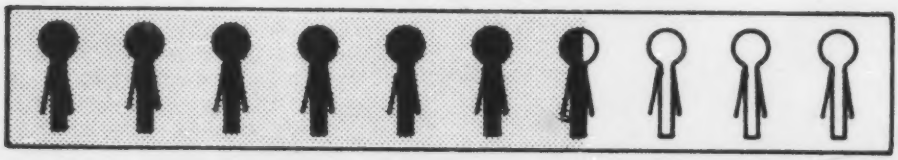
$ 107.49

Females

$ 74.63

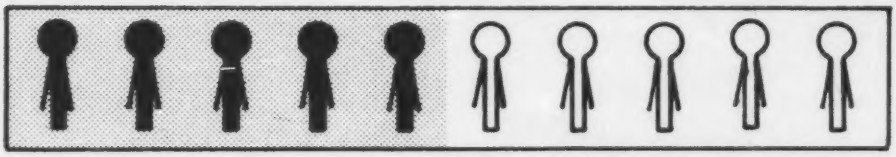
However, whether they were male or female made even more difference.





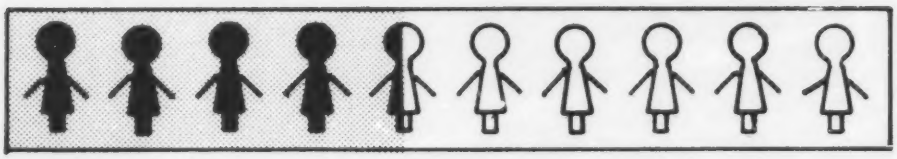
67%

Almost seven in every ten of the students interviewed said they thought they were being paid enough on their present jobs, considering their abilities, experience and training.



49%

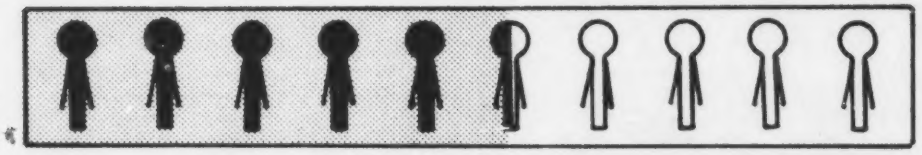
About half of the males interviewed...



44%

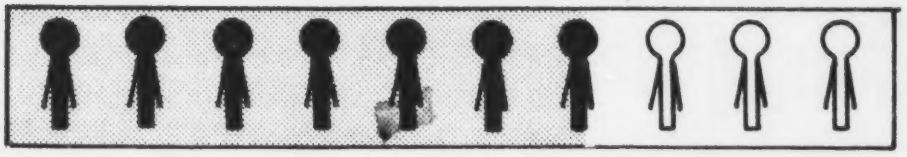
and not quite half of the females interviewed had received raises in pay on their present jobs.

Success Since Leaving School.



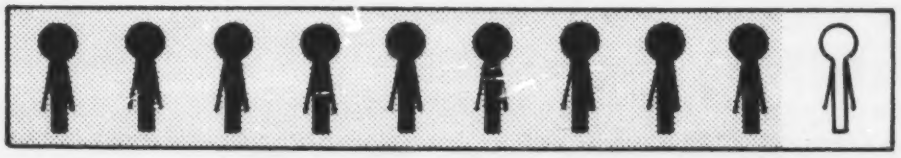
56%

Not quite six in ten of the "1969" students...



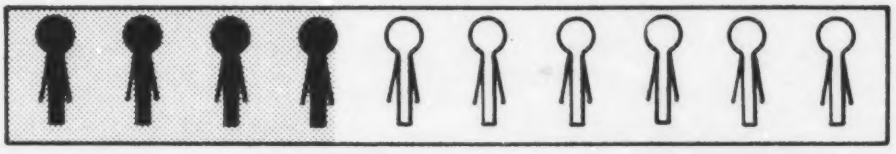
69%

and about seven in ten of the "pre-1969" students said they had been successful on the whole since leaving school.



90%

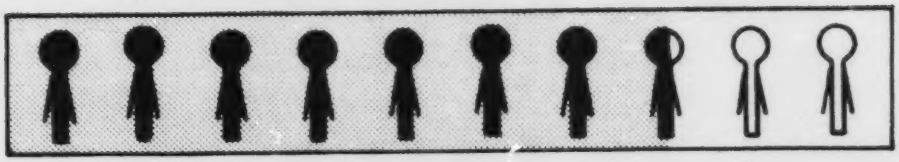
Nine in every ten of those who said they had been successful on the whole...



41%

but only four in ten of those who said they had <u>not</u> been successful on the whole liked their work.

FEELINGS ABOUT HIGHLAND PARK.



77%

More than three quarters of the students who returned questionnaires said that they were glad they had attended Highland Park.

Most of the students interviewed liked, in order of preference:

their shop specialties
the friends they met
the academic programme
the work experience programme
the Guidance Counsellors
and some of the teachers

and they disliked:

some of the teachers
the school rules
and some of their shop options.

Seven in ten of the students interviewed had been back to visit the school at least once since leaving, usually to see teachers or student friends.

D. RESULTS FROM EMPLOYER INTERVIEWS.

Thirty-three of the seventy employers interviewed employed "1969" students (students who were in first year at the school in 1969). The remaining thirty-seven employed "pre-1969" students. All firms were located in, or very close to, Ottawa. Federal and provincial government departments, large and small stores, warehouses, manufacturing industries, service stations, large and small businesses, a university and an insurance company were among the establishments in which the former students worked. The types of jobs held by the students, classified according to corresponding shop specialty courses at the school, are shown in the table on the next page (it was not always possible to link a job with a specialty).

Work Experience Programme

Thirty of the seventy employers said that their firms currently accept students from occupational or vocational schools on work experience programmes. Nine more said they would be interested to do so. Some of the firms participating in the work experience programme were quite small, with ten or less employees, but most were considerably larger.

Jobs held by Subjects whose Employers were Interviewed, by Job-type and Shop Specialty

Job Type	No.	Specialty Area
General white collar (e.g. messenger in govt.)	8	--
Janitorial	7	Building maintenance
Food services	7	Food services
Automotive	6	Auto body; Auto Service
Stock Rooms	6	Retailing and Merchandising
Technical Machine Shop	5	Welding; Sheet Metal
Typist	5	Typing and Office Practice
Nursing Orderly/Aide	4	Hospital Care
Florist, landscaping	4	Horticulture
Building construction	3	Carpentry; (Trowel Trades)
Hairdressing	3	Personal grooming
Printing	3	Graphic Arts
Housekeeping/babysitting	2	Home management
Store clerks	2	Retailing
House painting	1	Painting and decorating
Upholstering	1	Upholstering
Assembly line (electronics)	1	--
Playground supervisor	1	--
Theatre Usher	1	--
TOTAL	70	

Minimum Starting Age for Employees

The minimum starting age ranged from 14 years (one firm only) to more than 18 years (four firms). More than half (37) the employers surveyed said that an employee was required to be 16 years of age before he could begin work at their firms.

Encouragement of Further Qualifications

Only nine of seventy employers said their firms (mostly small concerns) did not encourage their employees to improve their qualifications. Almost half the employers said that their firms provided financial assistance of some kind (usually reimbursement of 50% to 100% of fees for successfully completed courses). Most of these employers worked in large firms, though some of the smaller firms also offered financial assistance.

Adequacy of Students' Preparation

Of the seventy employers interviewed, only 29 said that the occupational programme prepared its students well for the types of jobs held by the students in the follow-up study. However, those employers with direct knowledge of the programme genuinely admired its aims. Many offered valuable suggestions for possible improvements in the programme. Some, as well as offering

suggestions also offered their time, either in helping to prepare work-related courses, or in teaching them. In the opinion of the employers interviewed, the occupational programme equipped its students very well for jobs in horticulture and hospital care, and provided good training in the "basics" for typing, upholstery, some food services and some machine shop jobs. In general the preparation provided for hairdressing, janitorial and general low level white collar jobs was felt to be poor.

Suggestions for Improvements

Several employers thoughtthat the work experience programme should be longer, to give more on-the-job practical experience, or that more use could be made of simulated situations in the school. Two employers suggested the use of films, to give students some familiarity with heavy equipment or machinery which could not actually be available at the school. Several employers in the service industries commented that the students need training in working under pressure (for example, in rush hour conditions), and that they seem to have had no training in functioning within a "chain-of-command" structure. On the more technical side, students need more training in reading blueprints, in estimating, and in working with new alloys.

Training in taking adequate safety measures was stressed by many employers, whether it be when working with machinery or with hot grease. Students also need much more training and practice in the paperwork associated with stockroom jobs, or with servicing jobs where work done must be itemized and observations recorded. Students in merchandising should know more about office routines, and orderlies should learn more tolerance for other people.

Specific suggestions concerning topics for possible training courses at occupational schools, in areas where employers felt there was a demand for personnel, were "hospital housekeeping", "hotel housekeeping", maintenance of parks, recreation supervision, furniture refinishing (wood surfaces, as distinct from upholstery), housekeeping, care of handicapped children, a course for rental agents, and a course in microscope usage. One employer suggested that the number of courses should be reduced, and the school should concentrate on the courses in which the students do best. Although no question referred to it specifically, more than a quarter of the employers said that students need training in preparing for interviews and in making applications for jobs.

Many employers commented on the general attitude of indifference toward work, and the failure to take pride in doing work well, that are prevalent among young employ-

ees today. The improvement of attitudes was suggested as one of the most important factors which would increase the adequacy of preparation for work. However, many employers felt that this problem was probably largely outside the sphere of influence of the school.

Need for On-the-Job Training

Forty-four employers said that they provided on-the-job training (apart from brief orientation periods) for the kinds of jobs held by the follow-up students. Half of the jobs required the use of special equipment, but knowledge of how to use the equipment was a pre-requisite for obtaining only seven of these jobs. Where special equipment was involved, training periods varied from one week (switchboard) to four or five years for printing, plumbing and welding apprenticeships. With apprenticeships excluded, most on-the-job training periods were in the interval of one to three months.

Ratings of Work Performance

The employers were asked whether the subject always worked well, usually worked well, worked well enough but could have done better, didn't work well very often, or "other, please comment". A large majority of the ratings

were in the first two categories, which is not surprising seeing that only employers of students who gave permission were interviewed. Graduates (students holding Certificates of Training) tended to be rated in the first category more often than non-graduates. Employers regarded the few cases where employees had proved to be unsatisfactory as individual situations which did not reflect on the school.

Opportunities for Advancement

In almost all the categories of jobs the employers considered that there were possibilities for advancement. The housekeeper/babysitters and some of the janitorial jobs were exceptions to this. In the nurse's aide area and some food service jobs the only opportunity for advancement is in terms of pay raises, unless the subject undertakes further training.

Important Employee Characteristics

The employers were asked to rate the importance of thirteen employee characteristics for jobs such as those held by the follow-up subjects in their firms. There were, of course, some differences from job to job, but over all the most valued characteristics were good attitudes and work habits (such as being on time and respecting authority),

and the ability to co-operate with other workers. Over all, the least important employee characteristics for jobs at these levels were qualities such as leadership, ambition and initiative, together with willingness to work overtime (though to two employers this was the most important factor). Characteristics such as cleanliness and personal neatness were given neither high nor low priority.

Importance of Objectives of the Occupational Programme

Three separate groups of people - 188 former students, 70 employers, and 56 teachers - ranked four general objectives of the occupational programme in order of importance (or, in the students' case, how valuable training in each had been for them). The four objectives were training in academic skills, training in shop skills, learning how to get along with other people, and developing favourable attitudes toward work. The combined rankings of the employers were strikingly similar to the combined rankings of the teachers, with development of favourable attitudes clearly the most important and training in academic subjects clearly the least important. Learning how to get along with others was ranked slightly higher than training in shop skills by both these groups. For the students, on the other hand, the training in shop skills had been the most valuable, with development of favourable attitudes and learning how

to get along with others quite close behind. Twenty students said that training in academic subjects had been the most valuable for them (compared with two employers and no teachers).

It should be remembered that this rank ordering of importance does not imply that some objectives of the programme are not important, merely that some are more important than others. (A fuller discussion of this point is included in the main report of the study).

E. CONCLUSIONS AND RECOMMENDATIONS.[1]

The occupational programme, which provides training in basic academic and vocational skills for students who usually go from high school into the labour market, obviously fills a need for an important part of the secondary school population. By and large it seems that the programme is appreciated by its students. More than three quarters of the respondents in this follow-up study were glad that they had attended Highland Park High School. Several saw it as a chance to continue with their education that they would not otherwise have had. The occupational programme still has dropouts, but it seems likely that if the programme did not exist many more students from among the lower academic achievers would drop out of high school (the present study was not designed to research this question).

While the majority of employers interviewed thought that the occupational programme had not equipped its students adequately for work, many admired the aims of the programme and offered constructive suggestions for improving it. It should be remembered that the students in the

---

1. These Conclusions and Recommendations apply to the full report of the study. Some of this section, therefore, may not follow from the content of this summary report.

follow-up study were products of the two-year programme; now that the programme has been extended to four years there is more scope for providing students with more adequate training.

A higher proportion of students from the occupational programme than the provincial average for their age group and sex were unemployed at the time of the survey, though only a small percentage had had no jobs at all since leaving school. Again, the question of how many of them would have been unemployed if they had not attended the occupational school cannot be answered by the present study.

Former students of occupational programmes do not have very stable job histories. The average number of full-time jobs held by respondents in this study was three, with a few students having had as many as seven or eight. The median length of time on the first and second jobs was about three months. The median length of time on jobs held at the time of the interview, however, was longer, suggesting that the students needed to sample several jobs before finding jobs that suited them (or at least on which they were prepared to stay). The reasons given for leaving their first jobs showed that a high proportion of the respondents were dissatisfied with some aspect of the jobs.

More than half of the respondents said that their school shop training was of little or no use to them on their present jobs. This has been a common finding in other studies of high school level occupational or vocational programmes both in Canada and in the United States. It would appear that it is not appropriate to think of high school occupational programmes as providing specific training preparing their students for particular jobs or groups of jobs, since so many of the students are not able to find jobs in their areas of training. In spite of this, however, the students regard the vocational parts of the curriculum as valuable. Employers and teachers feel that the development of favourable attitudes toward work and of the ability to get along with other people are the most important objectives of the occupational programme. Where the employers who were interviewed knew about the school and its programme, they had a genuine admiration for its aims.

The average salary for first jobs for the group as a whole was found to be of the order of $75.00 per week. The possession of a Certificate of Training, indicating successful completion of the two year programme, made no significant difference to the average weekly salary earned on first jobs. An average weekly salary of $75.00 represents an average hourly rate of $1.88 for a 40-hour week.

Many students on fixed weekly rates were required to work considerably more than 40 hours, and many being paid on an hourly basis were earning less than the legal minimum (specified for a restricted range of jobs only) rate of $1.75 per hour. However, almost all the employers interviewed said that it was possible for the employees to earn salary raises, even when the job otherwise held no possibilities for advancement. The average weekly salary on jobs held at the time of the interview was about $95.00 for the group as a whole. The students who had been out of school longer (Group 3) earned an average weekly salary comparable with the average for the industrial divisions of retail trade and service for the Canadian population as a whole. Hidden beneath the average figures for weekly salaries for respondents in this study is a great disparity between the sexes, with males in every category earning significantly more than females.

Many of the factors influencing the students' employment status, nature of jobs found and so on are beyond the sphere of influence of any school. However, some recommendations concerning factors in which the schools have some control can be made. These recommendations are not novel, but the findings from the present study reinforce them.

1. In each region which is served by an occupa-

tional or vocational school or programme there should be a review committee which regularly examines the needs of industry in the region. Although former occupational students seem to be highly mobile within a city, few of them move away from that city. Most will therefore seek employment in the same locality as the school they attended. It should be possible to help them by adjusting the content and nature of shop courses offered as the demands of local industry change.

2. Since many former students obtain work in which their shop training is of little use to them, it would be beneficial to maintain as much flexibility as feasible in a school level programme in providing each student with a variety of skills related to a cluster of jobs, rather than concentrating too heavily on one area of specialization. The "cluster concept" of training students in a range of related skills should be implemented as far as possible. Schools should guard against allowing students to leave the school with unrealistic expectations about the kinds of jobs they will be able to find.

3. The emphasis on favourable work attitudes and learning how to co-operate with others that is currently part of the occupational programme should be maintained.

4. On a more specific level, many employers thought that the students were ill-prepared in "job application" skills and in coping with the paper-work that is a necessary part of many service jobs. These items should, therefore, be given more emphasis in the shop courses.

ABOUT YOURSELF

NAME: _____
(Last) (First)

ADDRESS: _____
(No.) (Street) (Apt.)

_____
(City) (Province)

1. If your name and address are shown incorrectly on this label, use this space to show them correctly. ➔

2. Your present TELEPHONE NUMBER: _____

3. PERMANENT ADDRESS (address through which you can always be located)

_____
(Number) (Street) (Apt.) (City) (Province)

4. Your SEX ☐ Male ☐ Female

5. Are you MARRIED? ☐ Yes ➔ If yes, your FAMILY NAME before marriage (females) _____
☐ No

6. Your BIRTH DATE: _____ 19 ____
(Day) (Month) (Year)

SURVEY OF SCHOOL AND JOB EXPERIENCES

Check the boxes that are right for you, or write in your answer if the question asks for it.

7. When did you first enter Highland Park High School?

_____

(Month) (Year)

8. How long were you at Highland Park?

- ☐ One term or less
- ☐ More than one term, but less than one school year
- ☐ One school year
- ☐ Between one and two school years
- ☐ Two school years or more

9. What school were you at just before you first came to Highland Park? (write in)

_____

(Name of school) (City or town)

10. What specialties did you take at Highland Park? (write in, or write 'None' if you did not take any):

1) _____

2) _____

3) _____

11. Did you get a Certificate of Training from Highland Park?

☐ Yes ☐ No

12. Which reasons best describe why you left Highland Park? (If you left the school more than once, answer here for the last time you left) Do not check more than **three**

- ☐ I had a job to go to
- ☐ I changed to another school (see Q.13)
- ☐ My family moved away from Ottawa
- ☐ I finished my school programme
- ☐ I needed to earn some money
- ☐ I was asked to leave
- ☐ I just couldn't hack school any more
- ☐ Other (write in) _____

_____

Which of the reasons you checked was the **most important** reason why you left? (write in)

_____

_____

13. If you left to go to another school, write its name and address here:

_____

(Name of other school) (City)

Are you still at this school?

☐ Yes ☐ No

Go on to the next page

14. When did you leave Highland Park? (If you left and later came back, write here when you left the last time)

_____ 19____
(Month) (Year)

15. Did you enter Highland Park more than **once**?

☐ Yes ☐ No.

16. After you left school, how long was it before you found your **first** job?

☐ I had found one before I left school
☐ One month or less
☐ Between one month and three months
☐ More than three months, but I finally found one
☐ I have not found a job

17. Who or what helped you **most** to get your first job? (check one)

☐ I have not worked since I left school
☐ My work experience programme
☐ Someone in the school
☐ A newspaper ad
☐ A relative (father, cousin, etc.)
☐ A friend
☐ I got it myself
☐ Other (write in) _____

_____

_____

18. How many part-time jobs have you had altogether since you left school?

(write in)_____

19. How many **full-time** jobs have you had altogether since you left school?

(write in)_____

20. Which of these best describe what you are doing **NOW** (mark as many as apply)

☐ Working full-time
☐ Working part-time
☐ Attending school
☐ Working as an apprentice
☐ Not employed, looking for work
☐ Not employed, **NOT** looking for work
☐ Keeping house
☐ Doing something else (write in)

_____

_____

IF YOU ARE NOT WORKING NOW, SKIP TO QUESTION 27

21. If you are working now, do you have more than one job?

☐ Yes ☐ No

22. How many hours do you work altogether most weeks? (check one)

☐ Ten or less
☐ 11 – 20
☐ 21 – 30
☐ 31 – 40
☐ More than 40

Go on to the next page

23. What is the title of the job that you think is your MAIN job now, and the name and address of the firm you work for? (write in: be as exact as you can)

Some examples are:

Apprentice mechanic **Campbell Motors**

Carling Ave. **Ottawa**

OR

Cashier **Steinberg's**

Merivale Rd. **Ottawa**

Title of your job Name of firm

Address of firm

24. How useful was your school shop training in preparing you for this job?

- ☐ Very useful
- ☐ Quite useful
- ☐ Not very useful
- ☐ No use at all

25. How much do you like the kind of work you do now?

- ☐ Very much
- ☐ Quite a bit
- ☐ Not much
- ☐ Not at all

26. Do you expect to stay on this job for at least another year?

☐ Yes ☐ No

27. Have you taken any additional training (for example, night school or an apprentice programme) since you left high school?

☐ Yes ☐ No

28. On the whole, do you feel that you have been successful since you left school?

☐ Yes ☐ No

29. Are you glad you attended Highland Park?

☐ Yes ☐ No

Explain briefly _____

_____

_____

30. Some of you will be contacted by telephone in a few weeks' time, for a short personal interview. Please show here which time you would prefer to be called.

☐ Day (between 9 am and 5 pm)

Tel. No. _____

☐ Evening (between 7 pm and 9 pm)

Tel. No. _____

THANK YOU FOR YOUR HELP